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ABSTRACT

Intended for planners of adult education curriculums, this literature review explains the concepts involved in designing an adult education program, provides information about the roles of the people involved in the adult education process, cites some program planning models, and applies the program planning principles to an Adult Basic Education (ABE) and a General Educational Development (GED) program. Part 1 of the report tells how to ascertain the needs and interests of adult learners, formulate educational objectives, develop a curriculum and learning experiences to meet those needs, and evaluate how the objectives have been met. Part 2 examines the people in adult education: learner characteristics, teacher training and traits, qualifications and duties of the administrator/director of adult education, and the counselor's role. With diagrams, part 3 examines four programming models: Tyler's general design for analyzing an educational curriculum; Houle's system of education specifically for adults; Knowles's concept of program development based on "andragogy" (instruction of adults rather than of children), and an English as a Second Language/Adult Basic Education needs-based model. Part 4 describes the program in Forest Lake, Minnesota, applying the needs-based model to the ABE program and Houle's model to the GED program. (KC)

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DESIGNING AN ADULT EDUCATION PROGRAM

Margaret Rand
Problems in Adult Education
Rosemarie Park
July, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

Because of the nature of our society - the rapidity of change, the dominance of technology, the intensity of specialization, the complexity of human relationships, and the vastness of opportunity - thousands of adults are undertaking learning projects each year. They may pursue these projects on an individual, self-directed basis, as a member of a group or in unison with other members of the community in which they live. Whatever the format, adult education is thriving and its functions are multiple - to expand communication skills, to develop flexibility, to improve human relations, to facilitate participation and to expediate personal growth.

My purposes in writing this paper are four: to review and explain the concepts involved in designing an adult education program, to provide information and insight into the roles of the people involved in the adult education process, to cite some program planning models and finally, to apply the principles of program planning to the existing A.B.E. and G.E.D. programs in Forest Lake, Minnesota.

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PART ONE: CONCEPTS IN PROGRAM PLANNING

Assessing Needs and Interests

The starting point in designing an educational program for adults is assessing the needs and interests of the prospective clientele. This assessment will provide data from which to make decisions about the kinds of programs which should be offered, their goals, and implementation strategies. Individuals have needs, institutions have needs and society has needs. An individual may feel the need to learn to read or to type; an institution may have a need to improve its operational efficiency; society may need constituents with better technical skills.

It is useful to distinguish between a psychological need and an educational one. Maslow identifies five sets of psychological needs in humans; physiological, safety, love, esteem, and self-actualization. He believes that physiological needs must be satisfied before safety needs, safety before love, etc.. Only when needs at one level are satisfied do needs at the next level emerge. An interest is undoubtedly associated with fulfilling a psychological need. An educational need, on the other hand, is a gap between what is and what should be. Once the gap is filled, equilibrium is restored.

According to Atwood and Ellis[1], an educational need has the following characteristics: "it must be required or necessary for a desired state of affairs, it must be lacking, absent, or deficient, it must carry a legitimate claim about which something ought to be done, and it must be capable of being satisfied by means of a learning experience which can provide appropriate knowledge, attitudes or skills."

Educational needs may be <u>realized</u> (the student recognizes them and is able to verbalize them), <u>created</u> (the student does not recognize them and cannot verbalize them), or <u>evolving</u> (needs that are developmental in that they result from the satisfaction of other needs).

Ralph W. Tyler[2] suggests gathering data from the following sources to determine needs and interests: the learners themselves, contemporary life, sub-

ject specialists and philosophy. Techniques for collecting the data can be of several kinds: observations, interviews, analysis of current concerns, decision-making groups, tests, analysis of research findings, consultation with experts, etc.. Samuel E. Hand[3] suggests looking at the population characteristics of the community, the institutional structure, the value system, the social stratification, the economic base, the power structure and ecological patterning to discover needs. Homer Kempfer[4] believes the best ways to discover needs are by consulting the following: business and industry coordinators, studies of deficiencies (i.e. nutrition), census data, surveys of industry and cultural life, programs of comparable institutions, and known interests (i. e. library).

It is important to mention that most people do not make a distinction between needs and interests. If a need is felt, it is recognized by the individual and there is a positive attraction to the change goal. In this way, it is similar to an interest. The starting point in program planning is adults' interests, even though the end objective is to meet their needs.

Interests and/or needs change as a person moves through the life cycle. Adults from 18-35 are concerned primarily about vocational and family life; adults from 35-55 are concerned more with civic, social and health aspects of life; from age 55 onward, the cultural and interpretive aspects of life seem to be of primary importance. The age, interests and needs of the people to be served must thus be taken into consideration when planning an adult education program.

Educational Objectives

Once needs and interests have been assessed, the next step should be determining the objectives of the program. Educational objectives have to do with the outcomes of a course of study or activity - the outcomes being the manifestation of some change on the part of the participant.

Objectives exist at several levels and are stated in different ways. Steele and Brack[5] see four levels of objectives in adult education; the agency level, the program level, the course level and the instructional level. Agency level objectives are usually stated in very general terms, the program level ob-

jectives in less general terms. Program objectives cover a time-span of from one to five years. Course objectives are usually quite specific, being the expected outcomes of a fairly large segment of a program. Instructional objectives are very specific, having to do with the teaching-learning interaction during a class period.

According to Steele and Brack[6], educational objectives have the following characteristics: 1) they are the results of decisions by the objective-maker, 2) they are discriminatory because the objective-maker must choose among alternatives and set priorities, 3) they are predictory, as the objective-maker should be able to predict what will happen, 4) they involve commitments to carry through to achieve them, 5) they are realistic according to the individual(s) and the specific program, 6) they are pluralistic, not single entities, 7) they are challengeable because the objective-maker is influenced by his own values and subsequent decisions, 8) they are changeable, as the original goals may be displaced by others and change may be appropriate, 9) they are continuous, particularly in adult education where objectives are rarely achieved at concrete times, and 10) they are enablers, because their attainment should result in the solution of a problem or the resolution of the program.

The sources for educational objectives are the same as for assessing needs and interests. According to Tyler,[7] look again to the learner to identify the needed changes in behavior patterns; to contemporary life to identify the problems people must cope with and the activities they engage in; to subject specialists to determine the knowledge a person should have in a given area; and to philosophy to aid in selecting a small number of consistent highly important objectives.

The objectives for a given program or course will have to be refined in some way to make them workable. The objectives should be consistent with the educational and social philosophy to which the institution is committed; those that are not should be eliminated. Objectives that are not in keeping with the psychology of learning, that is, those that are unrealistic in terms of the time commitment required and the age of the learners, should be eliminated. Objectives which concentrate on specific knowledge are more easily at-

tainable and the results more long-lasting when the students can use this knowledge in their daily lives. A small number of highly consistent goals which reinforce each other is the ideal.

Educational objectives are necessary to help instructors design and evaluate instruction and they also serve to communicate the goals of instruction to the students, the instructors and the people who plan and evaluate the curriculum. Many books and articles have been written about how they should be stated. Kibler[8] and Mager[9] are both proponents of stating objectives behaviorally when dealing with teacher-pupil interaction. They both believe that such objectives should contain these elements: the who (student, participant, etc.), the actual behavior (to write, to identify, to distinguish, etc), the result (speech, essay, etc.), the relevant conditions (in one hour, in front of the class, without notes, etc.), and the standard of success (four out of five, 90% accuracy, etc.). Tyler[10] believes that objectives should be stated in a form to be helpful in selecting learning experiences and in guiding teaching. They should be statements of changes to take place in students, not things the instructor is to do. He believes that objectives should identify both the behavior to be developed in the student and the content in which this behavior will take place. He does not advocate stating objectives in terms as specific as Kibler and Mager. He believes general objectives are more desirable than specific ones and are defined with sufficient clarity if the kind of behavior the student is expected to acquire can be recognized.

Curriculum Development

When the needs and interests of the population to be served have been ascertained and the educational objectives set, the course of study should be determined. "Curriculum development is concerned with determining desirable educational ends and with a structure for attaining those ends."[11] It does not specify the means of achieving the objectives but provides a framework to achieve them. Curriculum development is a dynamic, continuous process and should be constantly evolving to meet the needs of the people in a changing society. Curriculum planning is also a complex of details and is often influenced by the equipment, materials and teachers available, facilities, time, and interpersonal relationships.

McCall and Schenz[12] suggest that courses be offered to attain these five goals:

1) intellectual aims - those related to the attainment of information, skills, and habits required in order to think (these would include communication skills, computation skills, cognitive skills, and the acquisition of facts and knowledge related to order in the universe derived from scientific methods.)

2) social aims - studying the relation of history and geography to man, personal development and adjustment to society, the fostering of human dignity and human rights, developing creative citizenship and improving social institutions and goals

3) economic aims - vocational training, consumer education, conservation of economic resources

4) aesthetic aims - recreation, creativity and contemplation of aesthetic and ethical values

5) physical aims - areas of biological growth, medical care, health and hygiene, mental health, physical fitness and developmental activities.

According to McCall and Schenz, a balanced curriculum might include courses in the following areas: Adult Basic Education, parent and family life, health and safety, high school completion, public affairs, occupational training and training in the traditional areas of curriculum, such as cultural enrichment, practical crafts and homemaking, business courses and special interest groups.

The curriculum could be organized by separate subjects, although this method sometimes makes it difficult for the participant to apply separate offerings to his daily life. The arrangement of the curriculum into subject fields - social studies, language arts, etc. - seems to increase the ease of relevancy for the participant. However, organizing the curriculum in terms of broad areas that cut across subject fields - home and family life, recreation, human resource development, etc. - seems to make the transfer of knowledge, skills or attitudes to daily living an easier one.

The scope of curriculum development is broadening. Educational opportunities for specific groups - senior citizens, parents, handicapped adults, etc. -

are being explored and implemented into the adult education program. Many adult education programs are creating partnerships with community groups and agencies in terms of the kinds of courses offered, specialized interests, and the use of facilities. More creative educational services are being offered - field trips, tours, home-study courses, as well as advantage taken of the new technology - T.V. instruction, teaching machines, programmed learning. The adult education program is slowly being integrated with the total educational program.

The trend is toward learning how to learn, with less emphasis on subject matter. The curriculum is being organized around people, not vice versa. The entire family is getting involved in education and several agencies are working together to improve the adult education curriculum.

Learning Experiences

Within the framework of the curriculum, learning experiences will be undertaken. There are several principles of learning which should be examined before taking the first step in designing a learning experience. Monroe C. Neff[13] sets forth these:

1) The setting - the opportunity and the place to learn - must be provided first.

2) The adult must be clear as to what he really wants in a course.

3) Activity on the part of the student is essential to learning.

4) A learning experience that is remembered longest contains interest, vividness and intensity.

5) Learning is considered an individual process, even though it takes place in a group.

6) The adult learner must know what progress he is making.

Pine and Horne[14] propose these:

1) Learning is the discovery of the personal meaning and relevance of ideas.

2) Learning is a consequence of experience.

3) One of the richest resources for learning is the learner himself.

4) The processes of problem solving and learning are highly unique and individual.

The environment in which learning takes place has much to do with the outcomes. The learning environment emanates from the social, cultural, emotional, attitudinal, intellectual and physical factors present in the learning setting. The physical aspects of the learning environment include: the geographical location, parking facilities, equipment and materials, lighting, temperature, acoustics, seating arrangement, etc.. The social and cultural aspects have to do with an accepting attitude on the part of the instructor and a respect for the individual in the teaching-learning situation. The emotional and psychological aspects pertain to the motivation and experience that adult learners bring to class and how they are utilized in terms of planning and carrying out learning experiences. The attitudinal aspects of the learning environment is the response the teacher makes toward the learner and his problems. Needless to say, the human and interpersonal climate must be one where new behaviors are approved, where goals are clearly defined, where there is openness to feedback, toleration for mistakes, respect for the individual and where participation, not competition, is the key concept. Climate setting may be the most crucial element in adult learning.

When the climate for the learning experience has been established, it is time to design the learning experience. " Learning experiences are what the learner actively interacts with, physically and/or mentally, as a result of his participation in the educational process."[15] The steps in this process are:

1) assess needs and state objectives
2) identify available resources
3) develop a general design and select methods to accomplish the objectives
4) evaluate and rediagnosis.

The teacher and learner together should discover the learner's needs, the gap between where he is and where he wants to be. The teacher may furnish tools and procedures to obtain this data in the form of tests or other material, but the important thing is the learner's participation in the assessment and subsequent activities. Step-by-step objectives should be formulated by learner and teacher - objectives which are open to modification or change as the learning experience is carried out.

Resources may be human or material (books, pamphlets, etc.) and it is the duty of the teacher to know where such resources can be found so he can direct the learner toward them. The teacher himself is a resource as well as the student, with his backlog of experiences.

In selecting learning experiences to produce the desired change in behavior, Tyler's five general principles should be kept in mind:[16]

1) A learning experience should provide for the practice of the behavior implied.

2) The behavior should produce satisfaction.

3) Desired behavioral changes should be within the range of possibility and appropriate, and should start where the participants are in terms of background and experience.

4) Many different experiences can attain the same objective.

5) A learning experience can and usually does bring about several outcomes.

Learning experiences may occur on an individual basis or in a group. The techniques utilized depend on the type of behavioral outcomes which are desired. According to Knowles[17], if an increase in knowledge (generalizations about experience, internalization of information) is the desired outcome, appropriate techniques may include lectures, television, dialog, films, reading, and book-based discussion. If understanding (application of information and generalizations) is the desired outcome, audience participation in the form of discussion or games, demonstration or dramatization may be called for. If the development of skills (incorporation of new ways of performing through practice) is the goal, techniques should include practice exercises and drill. In changing attitudes (adoption of new feelings through experiencing greater success with them than with old), experience-sharing discussion, group-centered discussion and role playing may be appropriate. In organizing values (the adoption and priority arrangement of beliefs), dialog, debate, guided discussion, role playing and experience-sharing discussion may be utilized. In developing interests (satisfying exposure to new activities), exhibits, field trips, television and nonverbal exercises may be undertaken.

Whatever the technique, the learner must actively participate in the ex-

perience and be allowed to relate it to his own background and receive feedback. The learning experience is richer and more interesting if several techniques are used in bringing about the desired behavioral change.

During, and at the termination of the learning experience, teacher and learner together evaluate the process according to the initial objectives and the value of the learning experience in attaining them. Some judgment is made concerning the appropriateness of both the objectives and the learning experience and, if necessary, both are modified or changed as needs are rediagnosed. The process thus repeats itself.

The key concept in the entire adult learning situation is participation on the part of the learner - in diagnosing needs, in designing and carrying out the learning experience and in evaluating performance. He has guidance from the teacher but his aim is to be self-directing. Adults have been conditioned to be dependent on teachers and they may need help in learning to be self-directing.

Evaluation

Tyler [18] defines evaluation as "the process of determining to what extent the educational objectives are actually being realized by a program of curriculum and instruction." Stufflebeam [19] defines it as "the process of delineating, obtaining and providing useful information for judging decision alternatives." The dictionary defines evaluation as "the process of attaining the value of something." Whatever the definition, the intent is the same: to determine the worth of what is being evaluated. By identifying the strengths and weaknesses of a program of instruction, corrections and improvements can be made based on the evaluation.

Knowles has stated, "I think evaluation has become a much overemphasized sacred cow,"[20] and he is skeptical about placing too much faith in the results of an evaluation. He believes that it is difficult to prove that a particular program is responsible for desired behavior changes because there are so many variables affecting human behavior. He believes that the subtle and more important outcomes of an adult education program cannot be evaluated because of lack of research procedures. Many policy-makers are unwilling to

invest time and money in documenting the worth of training which they can see is valuable. In addition, adult education is an open system where participation is voluntary and the worth of the program is reflected more by the satisfaction and degree of persistence of its clientele. However, even Knowles agrees that the process of evaluation can be a valuable one if the results are used, in addition to other data, to improve the organization and educational operation of a program.

Arden D. Grotelueshen[21] has enumerated some of the potential benefits of evaluation as well as its limitations. The benefits include: the improvement of the accuracy of diagnosis, an increased knowledge of outcomes, the ability to identify the affected audiences, the issues that concern them, and the appropriate standards of performance.. The process of evaluation also forces the staff members to communicate among themselves and provides for an increased ability to advocate a position based on the findings. Evaluation, however, may be focused on trivia and may measure only the measurable aspects of instruction, not taking into account the interpersonal behavior fostered or the long-term effects. Criticism and conflict may result because of the disclosure of the results to various audiences. Time spent on evaluative procedures may be done at the sacrifice of instruction time and, after the results are tabulated, no change or improvement may result.

Aker and Schroeder[22] have cited some symptoms of inadequate evaluation of an adult education program which are interesting. Present evaluation is inapt if there is a very slow increase in the number of students enrolling, if there is difficulty in attracting a specified target community, if the rate of learner persistence is low, if there is a high dropout rate, if there is limited learner involvement in planning and evaluation, if there are complaints regarding discrepancy in goals, procedures and resources, if there is difficulty placing students in jobs or complaints from employers regarding the skills of those who have completed courses, if there are few course sequences, and if there is a lack of support for the budget and new programs. If one or more of these symptoms appears in a program, the process of evaluation has been inadequate in pointing out the trouble spots in the program or the information gained from the evaluation was not used efficiently.

Donald Kilpatrick[23] cites four kinds of evaluation which may take place within a program of instruction: 1) reaction evaluation, which consists of getting the reactions of the participants as they take part in the program; 2) learning evaluation, which consists of gathering data about the principles, facts, and techniques acquired by the participants in the program; 3) behavior evaluation, which consists of comparing participants' behavior before the course of study with behavior after the course; 4) results evaluation, compiling information usually contained in the routine records of the organization, such as effects on turnover, costs, efficiency, absences, etc..

The process of evaluation has four essential steps: formulate the questions to be answered, collect the appropriate data, analyze and interpret the data, modify the program based on the outcomes of the evaluation. The formulation of the questions to be answered is a difficult task. It should probably begin with a description of the program, its stated goals, and its central concerns or purposes. Questions may concern program processes or outcomes, curriculum content, instructional strategies, program intents, costs, successes, failures, and a multitude of other categories. The audience for whom the evaluation is intended should be identified along with the criteria the audience will use in judging the program. Potential audiences may be students, teachers, administrators, community groups, policy makers, etc.. What data is "appropriate" will change from situation to situation, depending on the questions to be answered. Data collected may be antecedent data (information on the skills and backgrounds of the participants and instructors, the program resources, etc.), transactions (information on the interactions among participants, teachers and materials), or outcome information (what happened as a result of the program).[24] Data collection may take many forms: questionnaires, interviews, observations, participation reports, standardized tests, rating scales, behavior analyses, attitude scales, etc.. The important thing is that the data collected and method of collection be valid and reliable. The results are then interpreted and transmitted to the proper audiences and the results used to change or modify the program. The probability of the results being used are greater if the findings are valid, if they are communicated to those who can use them, if the receivers are committed, and if the implications are discussed.

Evaluation should be an ongoing process, done formally and informally. It

should not take a budget or dropout crisis to initiate it. Everyone involved in the instructional program should take part in the evaluation: the participants, the instructors, the program director, the community. Feedback on evaluation results should be given to all concerned.

"Currently, adult education is beginning to stress formative or process evaluation, or keeping track of what is going on in order to make changes or adjustments to help the adult learner achieve what he wants and needs to learn in the quickest possible time for the lowest possible cost, in a manner that will be of the greatest benefit to him and to his community."[25]

PART TWO: PEOPLE IN ADULT EDUCATION

The Adult Learner

The adult learner is different in many ways from his younger counterpart. Malcolm Knowles[26] employs the term "androgogy" when referring to adult education. Androgogy is the science of teaching man, as opposed to pedagogy, the science of teaching children. He cites some characteristics of adult learners which are different from those of children:

1) "The self-concept moves from one of being a dependent personality toward one of being a self-directing human being." This belief affects the learning climate between student and teacher, who must work together to determine needs, plan learning experiences and evaluate progress.

2) "The adult accumulates a growing reservoir of experience that becomes an increasing resource for learning." His experience must be utilized in the learning situations, and new experiences related to old.

3) "The adult's readiness to learn becomes oriented increasingly to the developmental tasks of his social roles." An adult's social roles are many and varied; he is a learner, a "self" (with unique self-identity), a friend, a citizen, a family member, a worker, and a leisure-time user. At various points in his life, he may feel the need to become more competent in one or another of these social roles and may engage in a learning experience. It is important to time instruction to coincide with this endeavor to become more competent. One must also consider the time spent performing the duties of each of these roles. An adult may find it difficult to engage in a learning experience due to pressure from other commitments.

4) "The adult's time perspective changes from one of postponed application of knowledge (children and youth learn for future use) to immediacy of application. Accordingly, his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness." Adults are very "now" centered and want information they can apply immediately. They are reluctant to engage in learning experiences whose relevancy they cannot determine. Adult education programs should be person-centered, not subject-centered. The problems dealt with must be the problems of the students.

Richard A. Etheridge[27] cites the following characteristics of the adult learner, many of which are in keeping with Knowles' view:

1) There is a rigidity on the part of the adult to change because habits have long since been formed.

2) The adult may require more time to master a task. (This is not to be misconstrued as meaning he is not able to learn. The conventional view that changes in adult years bring about a decline in the ability to learn can now be challenged by empirical data.)

3) The adult wants to reach his goals quickly.

4) The adult doesn't want to learn isolated facts.

5) The adult is aware of his past successes and failures.

6) The adult must see relevance in his learning.

7) New ways of behaving must be related to his needs, interests and values.

8) The adult's needs and problems are present in all of his activities.

9) The adult's self-image must be preserved and protected.

10) The adult must be convinced he can learn.

Motivation - the desire to learn - is a complex blend of interests, values, attitudes, environments, aspirations and self-concepts. Houle[28] sees three types of learners: those who are goal-oriented (they have clear-cut objectives), those who are activity-oriented (they want social contact and join a learning situation when the need becomes pressing) and those who are learning-oriented (they seek knowledge for its own sake). Allen Tough[29] researched adults' learning projects and he found that the strongest motivation among adult learners was the intention of using the knowledge or skill gained in some future situation. Sometimes the motivation was to impart the knowledge or skill learned to others, sometimes it led to pleasure and improved

self-esteem and sometimes motivation resulted from earning credits. Many learning projects were job-related; in many the person expected to use the knowledge or skill in managing home and family; sometimes there was an endeavor to improve competence in some broad area and some projects were related to a hobby or leisure-time activity. Emphasis in all was on the anticipated use or application of the knowledge or skills.

The adult's needs and motives for learning may arise from societal forces which prompt him to engage in a learning task. Social forces which include the uses of leisure time, patterns of migration, certification requirements, new occupations, women's rights, etc.may be motivating factors as well as the desire to become more competent in social roles. In addition, motivation may arise from a desire for a feeling of importance, improved self-esteem, the avoidance of mental and physical pain, the enjoyment of tension-reducing activities, social contacts and independence.

The adult who engages in some organized learning experience may be looked upon by others as pursuing something which he should not pursue. It has traditionally been the role of the youth to study and the task of the adult to work. The idea that a learning role is a major one for both youth and adult must be fostered so the concept of life-long education becomes a reality.

The Teacher of Adults

The teacher in an adult education program is the single best indicator of success. He is the cornerstone of the entire learning process. The role of the teacher is changing from being a dictatorial one to that of being a partner in the learning process. Together, the adult learner and teacher refine objectives, plan the learning experiences and evaluate progress. It is difficult to pinpoint the characteristics of effective teachers because of the many variables in the teaching-learning situation - student variables, teacher variables and environment variables. The best way to convey what characteristics effective teachers have would be perhaps to cite several educators' opinions.

N.L. Gage[30] found that desirable teachers "tend to behave approvingly, ac-

ceptantly, and supportively; they tend to speak well of their own students, students in general, and people in general. They tend to like and trust rather than fear other people of all kinds."

Carl Rogers[31] sees the teacher as a "facilitator of learning." Teachers must be genuine, caring and understanding. The teacher's duties include: setting the initial mood of the class, clarifying the purpose of the class, relying on students to implement purposes meaningful to them, making resources available, serving as a resource himself, accepting the attitudes and intelligence of each person in the class, becoming a participant learner, sharing his ideas with the group, being alert to individuals' feeling, and accepting his own limitations.

Tough[32] characterizes a good teacher as one who is warm and loving, regards the learner as an equal, one who has confidence in the self-planning ability of the learner, permitting him to make his own decisions, one who listens as well as talks, one who helps learners out of concern or to gain pleasure from the learner's progress, and one who is open and growing.

Harry and Bonaro Overstreet[33] cite these characteristics of effective teachers: an inquiring mind, competence in his field, capability of relating to all kinds of people, perception of the real problems and real persons in the learning situation and respect for the learner.

The California Department of Education[34] cites these: an understanding attitude, subject mastery, the ability to adjust the subject matter to the individual, physical stamina, and a broad concept of community.

At a national workshop of A.B.E. teachers, the following attributes of effective teachers were put forth: patient, versatile, quickly analytical, humorous, optomistic, understanding, philosophical, creative, perceptive, tomorrow-looking and flexible.

The list could go on and on. Obviously no one teacher has all of these characteristics. Were I to list the most important attributes of a good teacher of adults, I would choose the following: an accepting attitude,

accepting of all kinds of people, limitations and goals; the ability to adjust the instructional situation to the needs and abilities of the students; a warm personality - approachable, sharing, receptive and caring.

The tasks of the teacher of adults are varied. He must help the learners diagnose their needs, plan the learning experiences with the learners, create favorable learning conditions, select the most effective methods and techniques, provide human and material resources and help measure the outcomes of the learning experiences. How to perform these tasks will be the subject of the sections on learning experiences, curriculum and evaluation.

The Administrator/Director

According to Knowles,[36] the effective adult education administrator possesses these characteristics:

1) He has a genuine respect for the intrinsic capacity of adults to be self-directing.

2) He derives his greatest satisfactions as an administrator and educator from accomplishment through others.

3) He values the experience of others as a resource for accomplishing both work and learning by himself and others.

4) He is willing to take risks that are involved in experimenting with new ideas and new approaches, and views failures as things to be learned from rather than to be defensive about.

5) He has a deep commitment to and skill in the involvement of people in organizational and educational processes.

6) He is able to establish warm, empathic relationships with people of all sorts; he is able to see the world through their eyes; he is a good listener.

7) He has a deep faith in the potency of educational processes for contributing to the solution or organizational and societal problems.

8) He engages in a process of continuing education for himself.

These characteristics are ideological and practice is quite a different thing from ideology. The Bilingual Education Service Center in Illinois[37] has proposed a more practical list of qualities of a good administrator of adult

education: he should have intimate knowledge of the community and the program; have knowledge of public relations, program promotion and community relations; he should have flexibility in working with staff and community service work; background experience and knowledge of funding agencies and requirements; background experience and knowledge in proposal writing; background experience and knowledge in materials development and selection and experience and training in staff development. To this I would add the following: an understanding of the psychology of the adult learner and a commitment to education as a lifelong process.

In the past, the position of adult education director was often seen as a stepping stone to a more prestigious job. His appointment seems to have had little to do with his qualifications, in fact, prior academic preparation in adult education was not a requirement for the position. Thankfully, this state of affairs is slowly changing. The National Association of Public School Educators[38] stated that the following should be considered in selecting an adult education director: educational preparation, educational experience, educational leadership and administrative-supervisory competencies.

In essence, the adult education director's duties ressemble those of a school superintendent. He must:

1) assess the needs of the clientele
2) organize and manage the structure of the adult education program
3) formulate objectives and design appropriate activities in conjunction with other staff members
4) provide for the training of personnel
5) coordinate use of facilities and equipment
6) recruit the clientele
7) provide for the financing of the program
8) interpret the program to the public
9) evaluate the program.

The adult education director must be a public relations person. The community is a key factor in the operation of a successful adult education program. It is from the members of the community, its organizations, businesses and agencies that the director can learn what learning experiences

should be offered to fulfill existing needs. It is the community which decides if a program is successful and whether to funnel tax dollars into adult education. The community has other resources for learning - museums, libraries, vocational schools, colleges - which could be coordinated with the adult education program to avoid duplication of effort and enrich learning. It is to the community and its organizations that the director must interpret the adult education program.

Another of the director's functions is recruitment. The audiences must be reached if they are to participate in the program offered. This requires the selection of groups to be helped and an organized effort to establish contact. Contact can be made in a variety of ways: door-to-door recruiters, advertisements in the newspapers, on radio and television, posters and fliers in strategic places and through organizations and agencies whose clientele may be a prospective audience.

The adult education director is also responsible for hiring, training, supervising and evaluating the people on his staff. He should know what qualities to look for in a prospective teacher, what the sources for teachers are, how to help them be good teachers of adults and grow in competency, and how to evaluate them. In-service training should be a part of any education program, but particularly in an adult education program where the teachers have not always had instruction themselves in how to teach adults. Topics for in-service sessions could include:[39] the instructional program, adult learning competencies, methods and techniques for teaching adults, adult interests, qualities of a good adult education teacher, a study of the enrolled students, differences in teaching adults and children, physiological and psychological aspects of aging, leadership training, group dynamics, and school-community relations. In addition to providing for formal instruction in the field of adult education, the director should keep his staff informed of innovation, new techniques and strategies on an informal basis.

Teacher evaluation should be an integral part of the ongoing evaluation of the program. Its primary function is to assist the teacher in improving the quality of instruction. A good director works with the teacher in a non-

threatening, non-punitive situation toward the goal of promoting individual growth and self-evaluation.

The Counselor

The counselor per se is a relative newcomer to the adult education scene. Formerly, the teachers and administrators performed his functions during whatever time remained after their main duties were taken care of. Indeed, the teacher should still maintain his role as counselor, maintaining a helping relationship with the students in determining needs, setting objectives and being a good listener. However, with the increased enrollment in and sophistication of the larger adult education programs, some of the tasks of the teachers are assigned to a counselor, to free the teacher to devote more time to his teaching duties and to utilize the superior expertise of the counselor in assessing needs, setting objectives, and determining probable courses of action for the students.

The counselor should:

1) interview the student initially and several times during his stay in the educational setting in an effort to devise a realistic plan to achieve the student's goals and monitor his progress.

2) administer and interpret any tests which may be called for - intelligence tests, personality inventories, interest inventories, achievement tests and aptitude tests.

3) explain to the student the nature and goals of the program and guide him into appropriate learning experiences.

4) be aware of other community resource programs which may benefit his clients.

5) refer appropriate students to other social, educational and psychological services.

6) perform a follow-up service, keeping statistics on program graduates, enrolled students and program dropouts.

7) keep up-to-date records, both confidential and academic.

PART THREE: SOME PROGRAM PLANNING MODELS

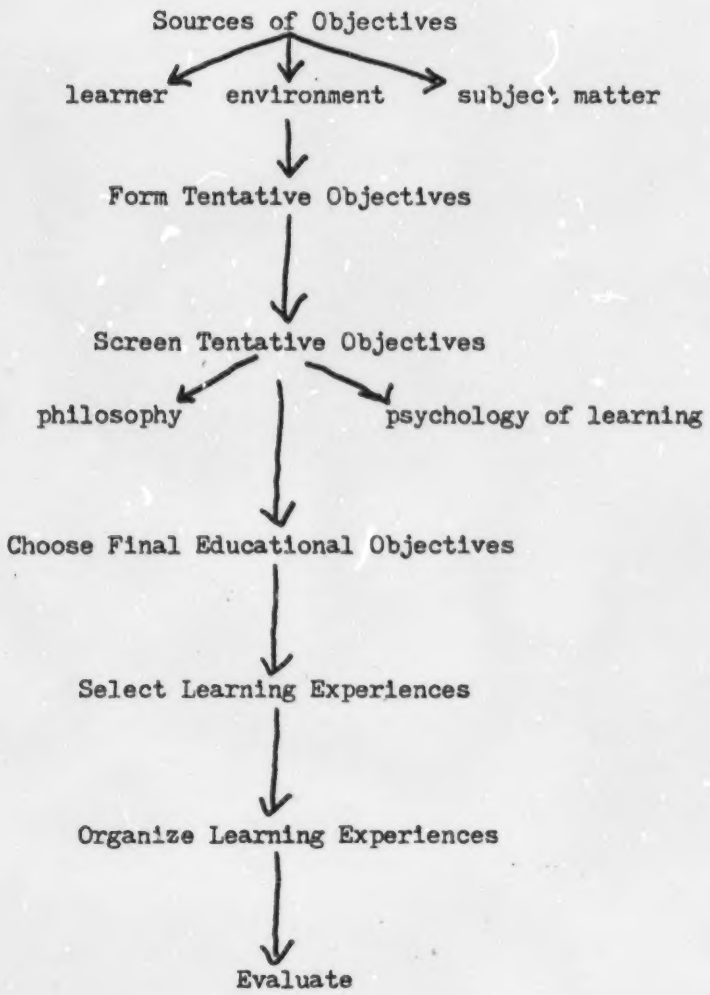
Tyler's Model

Ralph W. Tyler has been mentioned several times in the course of this paper. In his book, Basic Principles of Curriculum and Instruction, he explains his rationale for viewing, analyzing and interpreting the curriculum and instructional program of an educational institution. His design is a general one, not restricted to adult education, but certainly applicable. It is represented on the following page.

The sources of objectives are the needs and interests of the learners, the work and vocational expectations of society as well as its problems, and the concepts, theory, principles and facts relating to the subject matter. By confronting these sources, tentative objectives may be formed and then screened through the educational and social philosophy of the institution. Another screen, the psychology of learning, may eliminate some objectives which are not feasible, mutually consistent, or attainable or which will not result from the learning. Final educational objectives should be stated by identifying the learner, the behavioral change to take place and the content area. In selecting learning experiences, consider if the experience will evoke the desired behavior, if the experience will give the student practice in the desired behavior, if it is applicable to the implied content, if the student will obtain satisfaction from practicing it, if it is possible for the student to achieve, and the variety of learning experiences which can be used to produce the same outcome. The objectives of the learning experience may be some skill in relating ideas, the acquisition of information, the development of social attitudes or the development of interests.

The criteria for organizing the learning experiences are three: continuity (the vertical reiteration of major curriculum elements), sequence (successive experiences built upon previous ones but more broadly and deeply), and integration (horizontal relationship of curriculum experiences). The elements to be organized may be concepts, values or skills. Experiences may be organized chronologically, from specific to general, from real to abstract or from simple to complex.

CURRICULUM (PROGRAM) DEVELOPMENT (TYLER)



Source: Tyler, Basic Principles of Curriculum and Instruction, 1975

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The behavior change should be evaluated several times during the course of the learning experience, at the termination of it, and at some distant point after. The initial behavior before the learning experience should be determined to provide a basis for evaluating change. In obtaining and organizing evidence of change, the behavioral objectives should be defined, the situation where the learners can express the behavior identified, the methods for collecting evidence selected, the sample determined, the data collected then summarized and organized. The results of the evaluation may be used to estimate change, determine strengths and weaknesses, identify points needing attention, clarify objectives, and provide information to the public.

Knowles' System

Malcolm Knowles has long been a leader in adult education and it behooves an adult educator to examine his concept of program development. The process he advocates is based on andragogy - the instruction of man. There are several differences between andragogy and pedagogy - the instruction of children - and these differences are central to his concept of program planning in adult education. Some assumptions of pedagogy are:[40] the child's self-concept is that of being a dependent personality, his experience in life is little and of little worth, his readiness to learn is determined by his biological development and social pressure, his time perspective is one of postponed application (the things he learns will be applicable only in the distant future), and he is subject-centered. In contrast to this, the assumptions of andragogy are: the adult's self-concept is one of increasing self-directiveness, his past experiences are valuable and are a rich resource for learning, his readiness to learn is determined by the developmental tasks of his social roles, his time perspective is one of immediate application (he wants to utilize what he learns immediately), and his orientation to learning is problem-centered.

Let us contrast the process of learning in a pedagogical environment vs. an andragogical one.[41] In the child's classroom (pedagogical), the climate is authority-centered, formal and competitive; planning, the diagnosis of needs and the formulation of objectives is done by the teacher; the design of the learning experiences is based on the logic of the subject matter and on content units; the activities of learning are conducted mainly by transmittal

techniques; evaluation is carried on by the teacher. In the adult learning situation, the climate is informal and one of mutual respect; planning, diagnosis and formulation of objectives are done mutually by teacher and learner; the sequence of the learning experiences is based on readiness and are designed around problem units; the activities of learning are centered on experiential techniques; evaluation and rediagnosis of needs is done by both teacher and learner.

Knowles' process of program development is represented on the following page.

Houle's Model

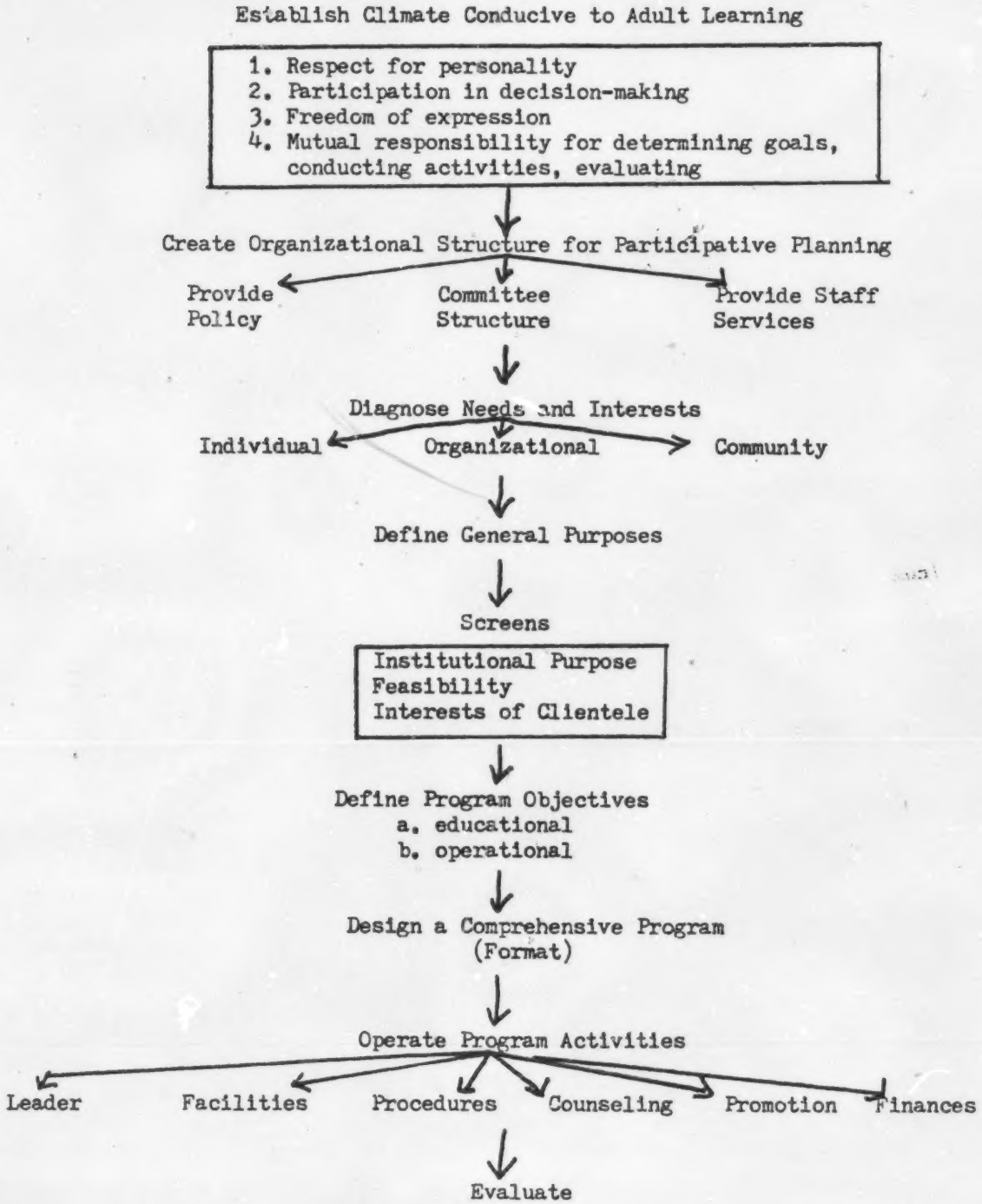
Cyril O. Houle is another leader in the field of adult education who has developed a system of education specifically for adults.[42] He sees the system as having two parts: 1) examining the situation in which the learning activity occurs to determine the basic category to which it belongs and 2) applying the situation to produce a design or program. The categories of learning situations are four: individual, group, institutional, and mass. An individual situation is one in which the learner designs an activity for himself, or an individual or group designs an activity for another individual. A group situation is one in which a group designs an activity for itself, or a teacher or committee designs an activity for a group. An institutional situation is one in which a new institution is formed, an institution designs an activity in a new format or a new activity in an established format. A mass situation is one in which an individual, group or institution designs an activity for a mass audience.

Houle's fundamental system is represented on page 25.

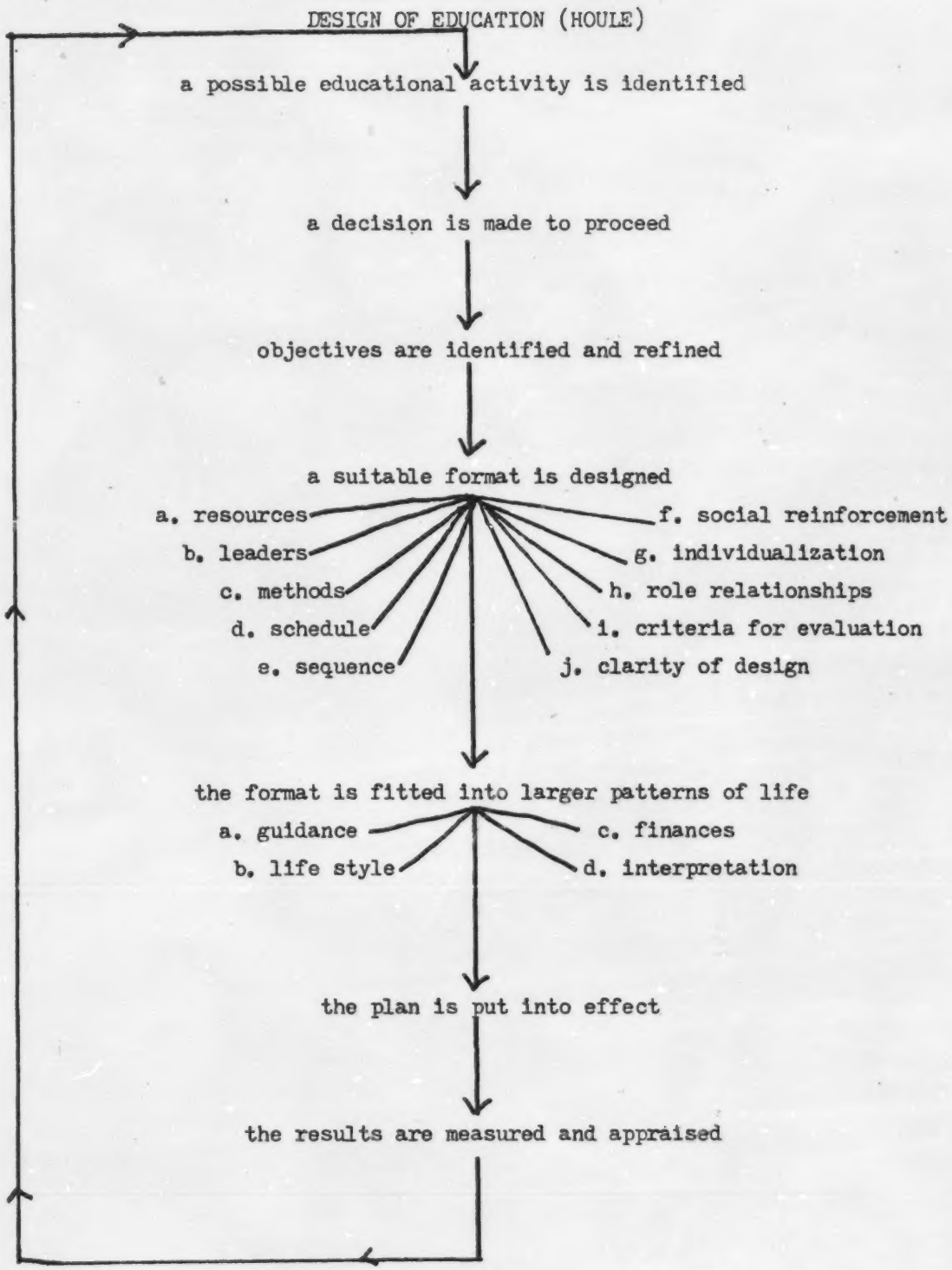
The identification of a possible educational activity can arise from many sources and in many ways too numerous to mention. Once it has been identified, a decision on the part of the powers that be is made to proceed or not to proceed. This decision involves analyzing data, making judgments and reviewing alternatives. Identifying and refining objectives is a major step in designing the learning experience. Objectives may be stated in terms of desired accomplishments of the learner or in terms of the principles of action that are likely to achieve the desired changes in the learner. Objectives may be developed cooperatively and they should be clear enough to indicate

The Andragogical Process of Program Development

(Knowles)



Sources: Knowles, Modern Practice of Adult Education, 1970.



Source: Houle, Design of Education, 1972.

(25)

exactly what is intended. Objectives are stated "to help shape a format, to restrict the sphere of action, to provide a brief description of the activity, to clarify the thoughts of planners or analysts, to create a sense of unity, or to serve as a basis for public relations."[43] In refining objectives, consider the milieu, the learners, the content, the design for teaching, aspirations and motives.

In designing a suitable format, all elements should be considered. The resources are the principle means by which the content is conveyed. The leaders or teachers in adult education may be part-time; some may not be teachers at all and may need help in devising methods of instruction. Material selection and use should depend on the capacity of the leaders to use them, the number of people involved and the time and cost involved. In making a time schedule, consider the total elapsed time, the kinds of sessions required, their frequency, their duration and placement in the day, week and month. The question of time is important to adults. Finding the time for an educational activity which will best fit into the life patterns of the participants is often crucial to success. The sequence is the order in which the content is learned and is influenced by the experience of the learners, by the fact that adult learning ventures usually arise from specific needs or desires, and by a continuing sense of accomplishment. Providing social reinforcement will determine the morale of the group in question. It has been found that reinforcement directed to the accomplishment of goals is the best kind. The content and pace of learning should be adjusted to the nature of each learner. Roles and relationships should be clarified so each person in the learning situation knows what is expected of him. The criteria for evaluation are broader in scope and less sharply defined and developed than those in childhood and youth education. Standardized tests are not often used, although enrollment and attendance figures are. Some goals of adult education cannot be measured for years. Finally, the design of the educational activity should be explained to all involved.

In fitting the program into life patterns, consider the situation from the point of view of the learner, the educator and the institution. Guidance must be provided. Clients should be guided into courses which will fulfill their diagnosed needs and expectations and guided out of courses which are

not appropriate. Life styles may have to modified to devote time to study which might otherwise be spent on the job or with the family. Financing must be arranged. In adult education, there are three main fiscal problems: an inadequacy of funds which prevent an activity from coming into being, restricts its effectiveness or limits participation to those who can afford it. Many people think that if a payment must be made for a course, the commitment to the course on the part of the payer will be greater, but this does not necessarily follow. The activity must be interpreted to the public. "The most effective way to interpret a program is to have a good one."[44]

The plan is then put into effect, allowing for changes to be made during its course, and results are measured and appraised. Measurement is the determination by objective means of the extent to which the learners have achieved the criteria of evaluation. Appraisal is a subjective judgment of how well the educational objectives have been achieved. Appraisal may incorporate the data provided by the measurements, but it goes beyond them to sum them up, to reflect about their meaning and to make a final culminating assessment of the value of the activity.

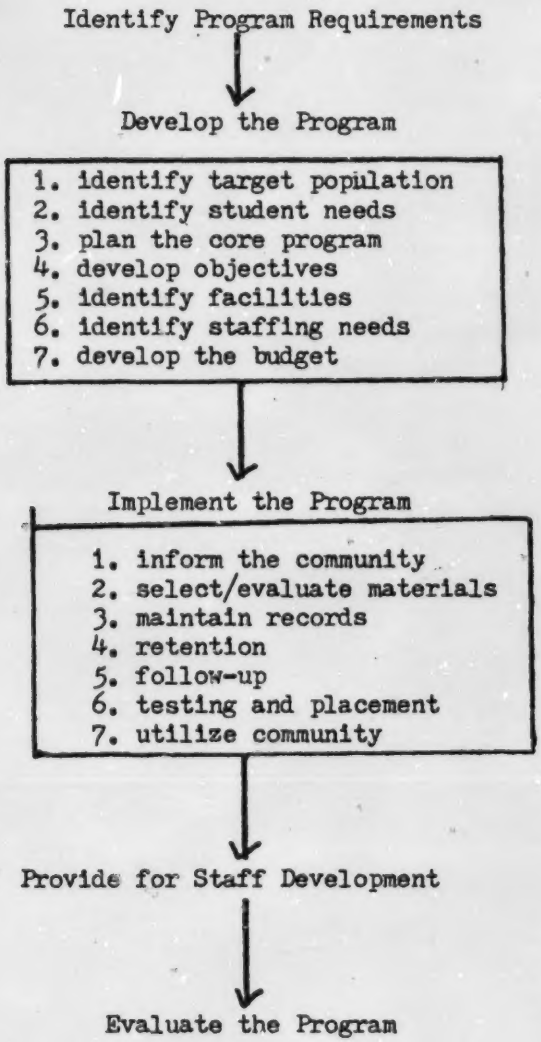
If, after the results are measured and appraised, there is need for program reconstruction and a decision is made to proceed, the process begins again with the refinement of objectives and continues on.

Both Knowles' and Houle's designs are interest-based models. Let us consider a needs-based model proposed by the Illinois ESL/ABE Service Center.[45]

ESL/ABE Model

This model assumes that a decision has already been made to implement an ESL/ABE program and proceeds on that premise. A simplified representation of the model follows on page 28. In the following section, an attempt is made to relate this needs-based model to the existing ABE program in one community and Houle's model to the GED program.

ESL/ABE PROGRAM MODEL



Source: Handbook for ESL/ABE Administrator, 1975.

PART FOUR: ABE AND GED IN ONE COMMUNITY

Forest Lake is in the outer ring of suburbs of the Minneapolis-St. Paul area. The city of Forest Lake has a population of 4,146, the township about 5,000. The people are mostly middle-class with an average or slightly above income. The median educational level is that of high school. The majority of the people are between 30-50 with numbers increasing at the lower end of the spectrum due to an influx of young people with small children. The area is a growing one because of its proximity to the Twin Cities and the attraction of its lakes and country living. It is essentially a bedroom community. Many people commute to Minneapolis and St. Paul to work, although farming is of great importance and the retailers service the surrounding communities in addition to the Forest Lake residents. There is some small industry.

The Forest Lake school district spreads out over 200 square miles. At present, there is one senior high school of 1400 students, two junior highs and seven elementary schools. In 1975, there were about 6,000 students enrolled in grades K-12. A figure of 10,000 is projected for 1984. The present total number of people in the school district is 20,000.

A study of the 1975 senior high graduates gives some indication of academic aspirations. 28% planned to attend college; 23% planned to attend vocational school. In all, 60% went on to further education and the remaining 40% went on to full-time employment. The dropout rate for the last few years has ranged from three to six percent of the graduating class.

Adult education has been part of the educational scene for many years in the form of interest classes conducted in the evening - painting, knitting, sewing, etc.. Three years ago, a full-time director of community education was appointed and the offerings have expanded to include courses for credit under the auspices of Lakewood Community College, in addition to an increased number of interest and skill classes.

ABE Program

The ABE program is a relatively new one. It was begun in May, 1975, by two teachers from the GED program who saw a need for such instruction. The coor-

dinator of Adult Basic Education for the state of Minnesota identified the program requirements and the process of program development began.

The target population was people whose skills in reading and math were below the eighth grade level. Several students who enrolled in the GED program were potential ABE students at the time and a record of former GED students who had not completed the tests because of their skills was on file. Student needs were diagnosed as being those of reading skills and skills in basic math computation. Once the students had upgraded these skills through participation in the ABE program, it was felt that they could continue GED instruction and have a better chance to successfully complete the tests. The core program was thus centered around reading and math.

The broad goal of the program was as follows: "Our main goal is to provide a program to meet the needs of the educationally deficient adults in the surrounding community. This program will be conducted at regular hours by qualified staff, using materials especially designated for the ABE student. The class will be held in a centrally located area."

The objectives were stated in a format suggested by the federal guidelines:

1. to increase adult enrollment by 100%.
2. to prepare at least 10 new units in the reading program.
3. to use at least three new media to advertise the program.
4. to encourage at least two teachers to attend three adult education workshops conducted by the State Department of Education.
5. to make at least seven presentations to the Board of Education, parent/teacher organizations, or other groups concerning adult education.
6. to complete required reports by the deadline date.
7. to inform the ABE students of the GED program.

The facility chosen was the library in the senior high because of its geographically desirable location, and the comfort of its interior. Its sets of tables and chairs, separate conference rooms with blackboards, and easy access to reference material were conducive to individual or small group instruction. Classes were scheduled one evening a week for three hours. It was determined that two teachers would be sufficient, one performing the

duties of coordinator in addition to teaching. A counselor would be available one evening a month for testing and referral. Budget items considered were: salaries for the coordinator, two teachers, one counselor and a clerk-typist; travel expenses for workshops and conferences; instructional supplies and equipment. The program proposal was accepted by the State Department of Education and the local school board.

The implementation of the program began by informing the community of its existence. This was done by advertisements in the local and regional newspapers, contacting the council of ministers of Forest Lake to inform the various churches, calling several welfare agencies in Washington County and personally contacting present and former GED students who qualified for ABE instruction. Materials selected were reading and math texts and workbooks specifically written for ABE students. There was no opportunity to evaluate them beforehand.

Records maintained were attendance, scores on diagnostic tests, a form requesting name, address, telephone, previous schooling and educational goal, in addition to a weekly record of learning experiences in class. If a student was missing from class three times consecutively, the program coordinator telephoned him to ascertain the reason for the absences and to encourage him to return. No attempt was made to follow up on those students who left the program permanently.

A quick placement test was administered to each student on his first evening in class to determine placement in the reading materials available. These tests accompanied the student texts and were a cursory appraisal of skills. Within six weeks' time, a series of more complete tests was administered - the California Tests of Adult Basic Education - to appraise more accurately the reading and math skills present and lacking.

Members of the community were not utilized as resource people in this program.

One of the teachers attended workshops for ESL/ABE teachers, but, beyond this, there were no staff development activities.

The program was evaluated only informally. Those who separated from the

program did not usually notify the instructors in advance so there was no opportunity to assess now much their skills had improved. Comments made during the instructional process and over coffee, separation statistics, student attendance and general attitudes provided most of the evaluative information.

Some questions follow which may be some food for thought for future adult education planners:

Were the participants in the ABE class those for whom the program was originally intended?
A vociferous "no." Present and former GED students did not come. Of the 25 people who attended in the course of the year, no less than eleven were Cambodian and Vietnamese refugees who had moved into the area. Their skills ranged from no previous exposure to the English language to having had ten years of English instruction. Neither of the instructors had had experience teaching ESL and no materials for this purpose had been purchased. An ABE teacher truly has to be ready for the unexpected! ESL materials were quickly purchased and others inprovised. One of the teachers attended two workshops conducted specifically for other ABE teachers throughout the state who found themselves in similar situations. Instruction, haphazard as it was, continued.

The skills of the remaining fourteen participants covered quite a range. No two people were alike. Two were foreigners who read or wrote no English but spoke it quite well. Two high school graduates enrolled, their reading skills at about the seventh grade level. Two others needed help in grammar and went on to get their GED certificates. Several read at about the fourth grade level and others read very well but lacked math skills. All in all, the group was as interesting as it was varied.

How was instruction handled?
The students in ESL were divided into three groups, depending on their skills in English and instruction based on the American Language Course texts, tapes and workbooks. The others were tutored individually in their various texts on reading, spelling, grammar and math. Extensive use was made of the Cyclo-teacher. Learning was, of necessity, fairly self-directed with periodic help

and encouragement by the teacher throughout the class period.

Were the original objectives achieved?
Yes and no. Special units in reading were not prepared because of the abundance of materials already available. Only one of the two teachers attended workshops. Presentations were made to the board of education but not to other groups. Required reports were completed on time and ABE students informed of the GED program.

Were the materials selected appropriate?
For the most part, no. Despite the ABE label, many were far too difficult for the students and many were ridiculously elementary and children-centered. The Mott Series in reading was very satisfactory as were the Steck-Vaughn and Cambridge math textbooks. The Cyclo-teacher was invaluable. The instructors were pleased with the information obtained from the California Tests of Adult Basic Education and plan to continue using them as diagnostic, placement and achievement instruments.

How should evaluation in this program be changed?
Standardized tests should be given on a regular basis - perhaps every six months - to reassess problems, and provide concrete proof of improvement. An informal evaluation sheet should be completed periodically by each student to provide feedback on the instruction received and feelings about the achievement of personal objectives.

What is the principal weakness of this program?
As in any ABE program, the people who need the instruction are not all being recruited. Also, one three-hour session a week is insufficient time to upgrade skills. Two sessions a week would be better.

What is the principal strength of this program?
The personal and friendly atmosphere makes learning painless and the students seem to look forward to coming.

GED Program

Refer now to Houle's model on page 25 and we shall follow the steps through to determine how they correspond with the implementation of the GED program.

The educational activity was identified by an interested teacher who had had prior training in the instruction of adults. A proposal to conduct GED classes was presented to the high school principal and board of educaion. Approval was given and a decision was made to proceed.

The main objective was identified: to provide instruction in reading, math and English grammar for those adults who had not obtained their high school diplomas and who desired to pass the GED tests and obtain an equivalency certificate..

The resource materials were taken from existing English and math texts used by the junior and senior highs because no money was allocated for this purpose. Some USAFI (United States Armed Forces Institute) materials were used. The leader, the teacher of the class,was the woman who initiated the program. She had a master's degree in adult education and was certified to teach in all areas of instruction. She also served as program coordinator. (Two years later, a math instructor was added.)

Methods were limited by the materials available but individualization was the key concept. After an initial appraisal of skills, a sequence of learning experiences was to be designed by the teacher and student to upgrade skills as quickly as possible. Thus the sequence of instruction differed from student to student.

It was determined that one session a week of four hours was feasible and Tuesday evening was chosen because there were the fewest conflicts with other community activities that evening.

Constant reinforcement could easily be provided by the teacher because of the individualized format of instruction.

The principal criterion of program evaluation was the success ratio of those

who completed instruction and took the GED tests. (In 1970, Forest Lake was made a testing center for GED in addition to a teaching center. It was discovered that many students did not have transportation to the Twin Cities to take the tests or were afraid to make the trip.) Another criterion was student attitudes about personal progress.

Guidance was to be the task of the teachers - guidance toward attainment of personal objectives and the completion of the tests. (In 1975, a counselor was added to the staff to administer the GED tests, to provide information on further educational opportunities or training programs, and to make contact with students who had missed three consecutive classes.)

The life style of the participants was taken into consideration as much as possible. There was a $5.00 fee to receive instruction (it was felt that payment of even a nominal fee would encourage commitment) and a $10.00 fee for the testing. (The government has since rescinded this requirement.) Students were free to come and go as they pleased - it was not mandatory to be in class every Tuesday evening for four hours.

The financing of the program included instructors' salaries only, the government paying about 75% and the local school district the remaining 25%.

The program was interpreted to the public via periodic advertisements in local and regional newspapers. (In asking students how they became aware of the program, however, most replied by word of mouth.)

The plan was thus put into effect. Evaluation is done informally and continually. The effectiveness of the program is determined by the number of graduates, and, in this case, it is very high, and by the feelings and attitudes of the participants. This year thus far (January, 1976-June, 1976) over 30 people have received their GED certificates. In 1973, the failure rate for the state of Minnesota of students taking the tests was 14%; in Forest Lake, 2%. The increasing enrollment reflects the position attitude of the participants who tell their friends about the program and who speak highly of their positive experiences in it.

How has the program changed since its instigation?

The number of students in attendance has grown from five to over 60. The staff has increased from two teachers to four teachers and one counselor. The addition of a counselor to the staff has had benefits not previously considered. He is aware of high school students who have not graduated from high school and he contacts them by phone, informing them of the program. The median age of the clients has thus been lowered considerably, due to an influx of 19- and 20-year old people. (The median age from 1971-1973 was 33 years .) Coordinating duties have been assumed by the district's Director of Special Services.

What are the diagnostic procedures?

When a student enrolls in the program, he is given the California Tests of Adult Basic Education, level D, teacher and student go over the completed tests together, areas of weakness are noted and learning experiences designed to upgrade skills. It is felt that if a student masters the skills sampled in these tests, he will be able to pass the GED tests. A special profile sheet is maintained on each student, noting weak areas and a log kept of learning experiences.

What is the format of instruction?

As stated previously, instruction is individualized. Several workbooks, texts and worksheets are used. Instruction may take place in small groups if there are several people working on the same skill. Students work at their own rate and on their own timetable. They may take work home if they so desire.

What is the principal strength of the program?

As Boyle and Jahns state:" The intent of adult education programming is to have sufficient flexibility that the learner can attain the desired ends in the least time with the most efficiency."[46] This is the forte of this GED program. Participants come when they are able and work only in those areas in which they need help. The individualized or small group instruction are good formats for discovering individuals' areas of weakness and evaluating problems and progress.

What is the principal weakness of this program?

Decision-making is now in the hands of an individual who has had little prior experience in adult education and has no commitment to it. His basic lack of understanding of the psychology of the adult learner will probably, in time, harm the program irreparably. This has been shown by his decision to cancel the program during the summer months. A current budget crisis has brought the GED program under investigation as a possible area in which to cut funds and, unfortunately, those who will make budget decisions do not understand or empathize with the program.

FOOTNOTES

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[5]Sara M. Steele and Robert E. Brack, Evaluating the Attainment of Objectives in Adult Education: Process, Properties, Problems, Prospects (Syracuse: Eric Clearinghouse on Adult Education), p. 20

[6]ibid. pp. 21-31.

[7]Ralph W. Tyler, Basic Principles of Curriculum and Instruction, pp. 3-43.

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[14]Benjamin F. Bryant, "Diagnosing Students' Needs and Establishing Objectives," You Can Be a Successful Teacher of Adults, p. 59.

[15]Patrick G. Boyle and Irwin R. Jahns, "Program Development and Evaluation," Handbook of Adult Education, ed. Robert M. Smith et al. (New York: Macmillan Company, 1970), p. 65.

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